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ABSTRACT

This packet contains a teacher's guide and student guide for a videotape and audiotape that introduce learning styles concepts for adult learners and provide them with tools to begin to recognize their own behavior and to make the most of their personal style strengths. The teacher's guide provides background information on learning styles and the Myers Briggs Type Indicator, model lesson plans, follow-up activity ideas, and a bibliography describing six resources. The student guide includes an instrument for identifying learning styles, profiles of the styles, and strategies for using one's style in work, school, and relationships, with suggested follow-up activities. (KC)

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ED 409 439

Learning to Learn...

with Style

teacher's guide

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

a video-based learning styles guide for adult basic education

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Learning to Learn...with Style

video script:	Elizabeth Hanson and Julie Noble
video production:	Barbara AW Wright
student & teacher guides:	Nan Joy and Lynne Sampson
audiotape:	Gloria Gislason

The following people contributed to the development, production and field testing of this project:

Susan Bannan
Pat Guild
Elizabeth Hanson
Nan Joy
Donna Miller-Parker
Julie Noble
Lynne Sampson
Robin Veluce
Jackie Wagner
Delight Willing
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We would also like to thank:
Gordon Lawrence for his permission to adapt materials from his book, *People Types and Tiger Stripes,* published by the Center for the Applications of Psychological Type, Inc., 1993.

The Media Production Center at North Seattle Community College for producing the accompanying videotape.

This project was made possible through Adult Education Act funds (Section 353, PL100-297, amended by PL 102-73) Special Projects and Training funds administered by the Office of Adult Literacy, State Board for Community and Technical Colleges.

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Learning to Learn—an introduction

Learning to Learn...with Style is rooted in a concern for increasing the chances of success for adult learners who have not previously experienced success in school. Through illustration, description and example, it offers an introduction to learning styles concepts for adult learners and provides them with tools to begin to recognize their own behavior and to make the most of their personal style strengths.

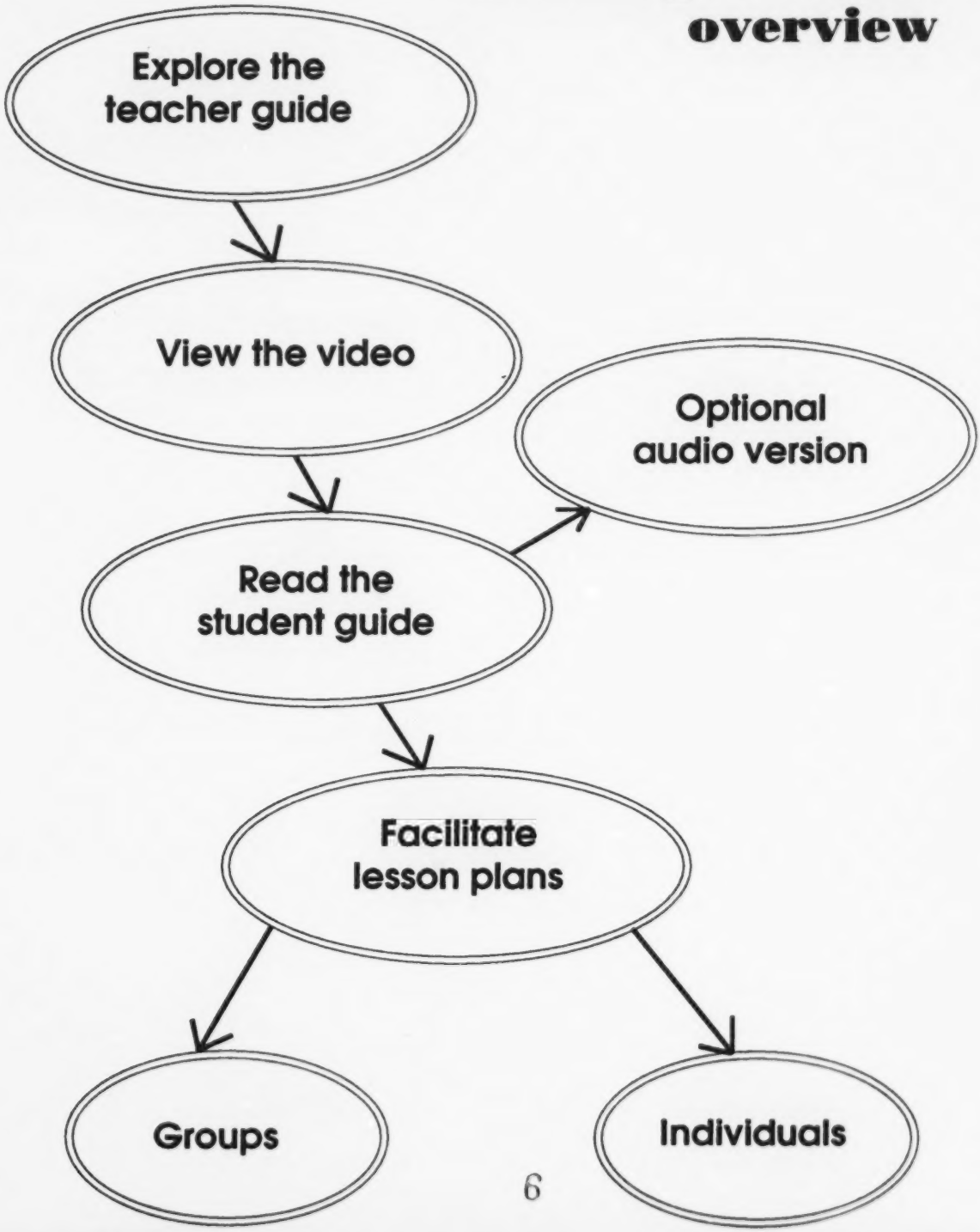
Instructors do not need any previous knowledge of learning styles to use *Learning to Learn...with Style* with their students. This teacher's guide provides background information on learning styles, model lesson plans, follow-up activity ideas, and a bibliography of recommended resources.

Learning to Learn...with Style is designed to be adaptable to various class structures. It can be used with whole classes, in small groups, or on an individual basis. The information presented is intended to be accessible to a wide variety of adult learners. However, learning styles theory has not been validated with second language learners; cultural and linguistic factors could interfere with the satisfactory use of this learning styles package.

Learning to Learn...with Style consists of four parts:

- this teacher's guide,
- a video illustrating learning styles concepts and introducing psychological types and vocabulary,
- a student guide with a learning styles indicator, profiles of the styles and strategies to use in work, in school and in personal relationships followed by suggested extension activities,
- an audio version of the student guide for new or vision-impaired readers.

Learning to Learn overview



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Learning styles and the Myers-Briggs Type Indicator

The concept of learning styles has great potential to enhance teaching and learning in the adult basic education classroom. It is not a new teaching method, but an approach to instruction that recognizes the individual talents and strengths of each learner.

Learning styles theory has received considerable attention in education in recent years, although its application has generally been restricted to K-12 school settings. *Learning to Learn...with Style* is directed to the adult learner in an effort to make information about learning styles accessible, comprehensible, and usable.

The learning styles described in *Learning to Learn...with Style* are based on Carl Jung's theory of psychological type. He observed that people tend to behave in predictable ways, or patterns, and called these patterns "types." Each type is one part of the three dimensions of personality he identified: extroversion-introversion, sensing-intuition and thinking-feeling. His work was expanded by Isabel Myers Briggs and her mother, Katharine Briggs who added a fourth dimension—judging-perceiving—and developed the Myers-Briggs Type Indicator (MBTI), which was published in 1962. Since that time, the MBTI has been well researched and is widely used in a variety of fields, from human resources to religion, and now education. In their application to education, the types are referred to as learning styles.

Learning to Learn...with Style is based on this model of learning styles for several reasons. A committee made up of learning styles experts and teachers selected it from other learning styles models because it is the most widely validated learning styles instrument and it is appropriate for adults. In practical terms, this adaptation of the MBTI is also free of copyright restrictions and can be freely disseminated and administered to any number of adult learners. The assessment instrument, *Finding your style,* in *Learning to Learn...with Style* is adapted with permission from Gordon Lawrence's book, *People Types and Tiger Stripes.* One additional modification the committee

agreed upon is the spelling of "extrovert" instead of "extravert" as it usually appears in MBTI literature and research. It was felt that the adult learner would be more familiar with the common spelling "extrovert" and a new spelling should not be introduced.

Studies show that the typical teacher in higher education is an intuitive type, prefering abstract and theoretical ideas. This learning style preference is reflected in how learning is organized and delivered. The needs of those students with different styles are left out of curricular and instructional planning. By learning about the learning styles preferences of students, teachers can design curriculum, instruction and evaluation that takes advantage of students' style strengths in helping them to achieve their learning goals.

For adults, the Myers-Briggs offers a richness of information that is valuable in understanding and gaining insight into their own learning processes. But it is also applicable beyond everyday school experiences. Learning about type can help adult learners to understand their preferences, their behaviors, and how they process information and make decisions. It can help them to understand what they need and what works best for them in all aspects of their lives. This knowledge can be very powerful for adult learners.

Learning to Learn...with Style is only a beginning. By referring to the books listed in the bibliography, you can read more about learning styles theory, research and applications to apply to your teaching.

Planning for learning styles

One of the most important contributions of learning styles to teaching is the understanding that there is no one "best" method for every student. Some students prefer individual labs, while others prefer one-on-one tutoring, whole group, small group, computer-assisted instruction, direct, discovery learning or cooperative learning. The key for teachers in planning instruction is to be aware of the multiple ways people learn best.

Understanding learning styles concepts can inform your teaching and help you to plan instruction most appropriate for your students. The first step to achieving a multi-styles classroom is to become aware of your own style, since teaching style is dictated by your own learning style preferences. Take the test in the student booklet and read about learning styles in the student guide or one of the books listed in the bibliography. Begin to observe your teaching style by noticing how you structure and deliver instruction. Ask yourself questions such as: "Do I include activities that are active and provide opportunities for students to learn by doing? Do I give an overview of the materials to be learned? Do I try to create a connection between myself and the students?" Use this information with your knowledge of learning styles and your students' preferences to make style changes in your classroom. How you choose to use the information about learning styles depends, above all, on your personal style.

Teaching with style

1. Learn about your own type preference and begin to observe your teaching style biases.
2. Learn your students' learning styles preferences.
3. Practice style flexing in planning lessons for accommodating multiple styles.
4. Don't overwhelm yourself. Start small.
5. Frequently evaluate your teaching to learning styles and ask your students for feedback.
6. Find a colleague interested in learning styles to share ideas with or start a learning styles group.

Using Learning to Learn...with Style

The primary objectives of this learning styles package are to enable adult learners to understand learning styles concepts, self-identify their learning styles preferences and develop strategies to take advantage of their own learning style strengths.

Before conducting the lesson, take the opportunity to view the video, review the student guide, and identify your style using the *Finding your style* exercise.

This lesson plan is a guide for a two-hour class or two one-hour class sessions. However, with supplementary activities the plan can easily be expanded to several days. Several follow-up activities are offered on pages 10-11 as suggestions, but there are many ways to achieve the objectives described above and you are encouraged to adapt these materials in any way that is appropriate for your class and your students.

Group lesson

Introduction

- Hand out student guides. Read introduction or play the audio version.

View video

- Stop tape at invitation for students to do *Finding your style* exercise.

Discussion

- After the video, review the vocabulary of the types and see how much students can remember from the video. Can they identify the styles of the characters portrayed?

Reading about style

- Students find their styles and read each description.

Writing about style

- After each style description in the student guide there is a question for students to respond to. Have students share their responses with the class or in small groups.

Whole group discussion

- Refer students to their styles in the section, ***School.*** Using the class discussion in the video as a guide, talk with students about the strategies they could use to enhance their learning.

Small group discussion

- Form interest groups around the three topic areas of school, work and relation ships, and have students describe how they can use the information and strategies.
- Ideas for discussion: ***School*** "What are my favorite ways to learn?" "What are my least favorite?" "What are some strategies I can use when I am in a learning situation that is opposite my style?" ***Work*** "What type of job am I naturally drawn to and good at?" "How does this relate to my style preference?" ***Relationships*** "Am I drawn to a certain type of friend or partner?" "What are the ways that I get along and don't get along with other people?"

Individual/lab setting

Introduction

- Student reads the introduction (with audio version if desired).

View video

- Student watches the video and completes the *Finding your style* exercise.

Reading about style

- Student reads about their type in the section "Understanding learning styles."

Writing about style

- Student answers the questions and can then choose to read more about their type and write about specific strategies they can use in school, at work, or in their personal relationships.

Follow-up activities

- Student completes one of the exercises listed in *Learning more about style* in the student guide.

Follow-up activities

These activities can be used as reinforcement activities or as an assessment of student learning about the learning styles concepts presented in *Learning to Learn...with Style*. These activities are designed to help create a multi-styles classroom.

- Arrange class members into groups of 2, 3 or 5 providing each group with a packet of pre-printed index cards. Each index card is boldly printed with one of the learning styles and/or a major concept covered in the video and student guide. Each group is directed to group the index cards on a flat surface in any order that makes sense to them. They must reach a concensus as to why the cards have been grouped in that order. A group spokesperson shares the reason for the arrangement with the rest of the class while the instructor facilitates questions and clarifies terms.

- Supply students with colored pens and newsprint to develop a mindmap, cluster map or picture highlighting the major concepts and terms portrayed in the video and student guide as they understand them. This can be done individually or in small groups. The instructor asks students to voluntarily share their mindmaps with the rest of the class.

- Direct students to create an interview they could conduct with friends outside of class in order to find out their learning styles. Ask: "What types of questions would you ask these people?" and "How would you explain the term "learning styles" to them?" Students then conduct interviews with 3 people outside of class and report the results.

- Instruct students to write a letter to someone they know (e.g. a friend, fellow classmate, or family member) telling this person what they have learned about themselves or the person they are writing to as a result of watching the video and reading the student guide.

- In pairs, students create a brief script and role play a situation that demonstrates how learning styles affect interpersonal communication in the classroom, in the workplace, or at home.

- In small groups, students discuss experiences they have had that were similar to the situations illustrated in the video. Ask the student to discuss: "How did you respond?" "How did you feel?" "How would you respond now that you know about learning styles?"

- Supply colored marking pens and newsprint for students to draw pictures of their own learning strengths and how they can use them to their best advantage.

- Students write journal entries of their thoughts and reflections about their learning styles. Specifically they can address how they could use the information to improve their understanding of co-workers or supervisors, classmates and instructors, friends or family members.

- In written or verbal form, students describe how they could apply what they have just learned from watching the video and reading the student guide if they had to apply it within 24 hours. Ask the students to respond: "How could this information be best put to use for you in school, at work or at home?" "How could you record what happened?"

- Students create a resume that highlights their personal strengths and preferences on the job based on their understanding of how their learning styles affect them at work.

Bibliography

For more information about learning styles consult the following resources. Because those listed here were specifically selected to complement this learning styles package, they all deal with the psychological types developed by Carl Jung and Isabel Myers Briggs with the exception of *Marching to Different Drummers.*

Guild, Pat Burke, & Stephen Garger. *Marching to Different Drummers.* Alexandria, Virginia: Association for Supervision and Curriculum Develoment, 1985.
This book provides an overview and basic introduction to the concept of learning styles. It is a well-balanced combination of theory, background information and practical suggestions that encourage the reader to think about the educational implications of learning styles. Six different learning styles models are clearly described.

Jung, Carl G. *Psychological Types.* Princeton: Princeton University Press, 1971.

Kiersey, David, & Marilyn Bates. *Please Understand Me: Character & Temperament Types.* Del Mar, California: Prometheus Nemesis Book Company, 1984.
Complete with a style indicator, this book allows you to study yourself and those you know by fully describing people's differences based on type. Through type portraits and descriptions of different temperaments, it offers an understanding of the impact of psychological type in all aspects of people's lives.

Lawrence, Gordon. *People Types and Tiger Stripes.* Gainsville, FL: Center for Applications of Psychological Type, Inc., 1993.
For educators, this is one of the best references for seeing how type affects teaching and learning in and out of school. It covers basic and advanced type concepts valuable to readers regardless of their familiarity with the MBTI. The descriptions and practical applications instruct teachers how to consider motivation and type in planning instruction.

Myers Briggs, Isabel. *Gifts Differing.* Palo Alto, California: Consulting Psychologists Press, 1980.

Tieger, Paul D. & Barbara Barron-Tieger. *Do What You Are: Discover the Perfect Career For You Through the Secrets of Personality Type.* Boston: Little, Brown and Company, 1992.
This book helps to match personality type with compatible careers. Exercises, examples, job search strategies and job lists make this a useful type workbook for exploring options and discovering what career would suit you best.

Learning to Learn...

with Style

student's guide

a video-based learning styles guide
for adult basic education

ABLE Adult Basic and Literacy Educators
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Learning to Learn—an introduction

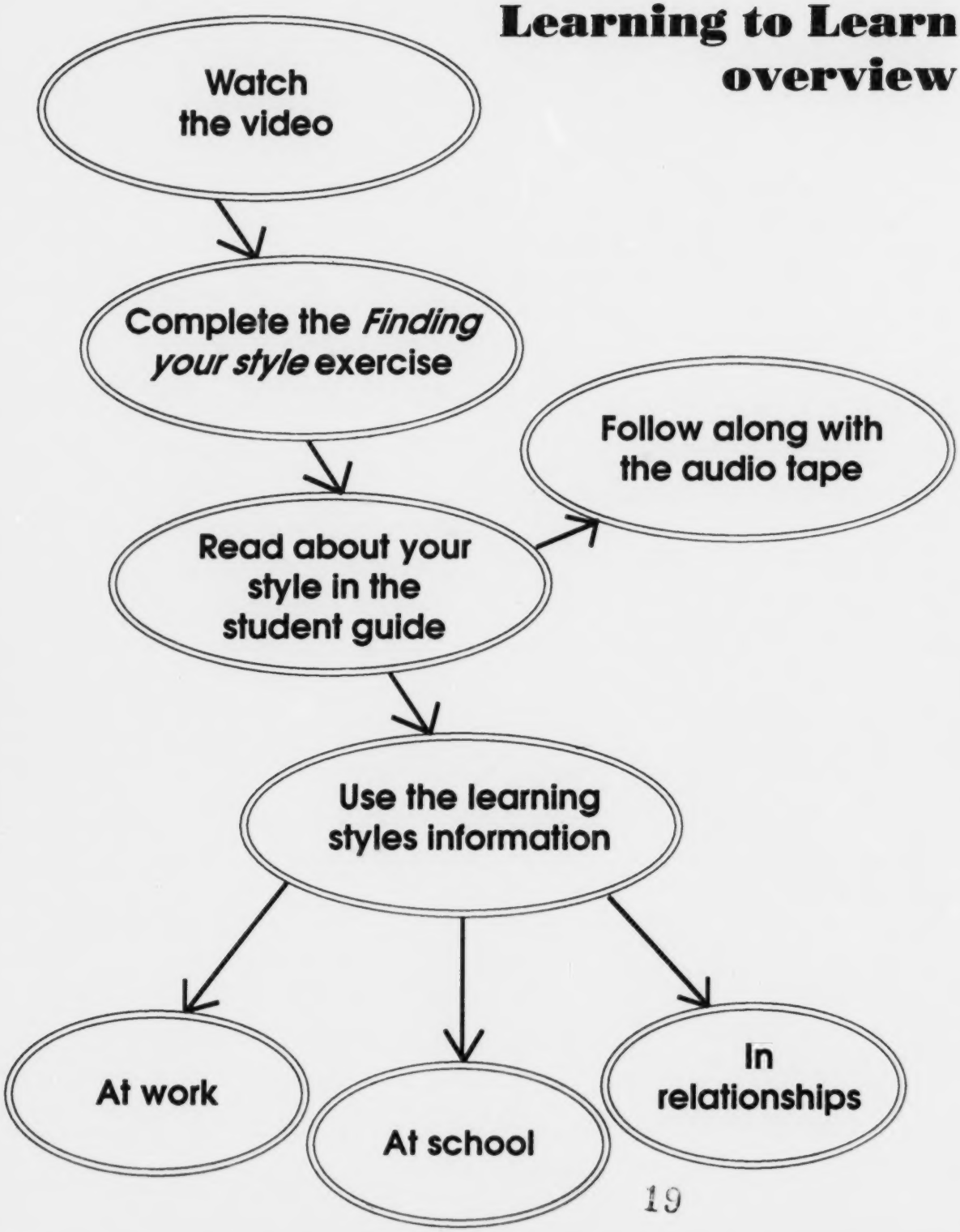
Have you ever wondered about why you are the way you are? Do you seem to make decisions quickly? Are you bothered when your regular routine is interrupted? Do you worry when people don't get along? Do you find yourself doing things at the last minute? Learning styles can help you understand yourself and others in ways you weren't aware of before.

The purpose of this video and booklet is to help you learn about your learning style—your personal way of working, thinking, learning and acting. In the video you will meet four people with different learning styles and see how learning styles affect them in school, at work and in their personal lives.

In this booklet you will have an opportunity to discover your own learning style and to learn what each style means. You will also get some ideas for using your best talents and identify challenges people with your style often face. By reading through this booklet you will see how learning styles influence specific areas of your life in school, at work, and in your relationships with the people in your life.

Turn to the next page for directions to begin using this learning styles package and learning more about why you are the way you are.

Learning to Learn overview


Watch the video
Complete the *Finding your style* exercise
Follow along with the audio tape
Read about your style in the student guide
Use the learning styles information
At work
At school
In relationships

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Finding your style*

This exercise is a chance for you to identify your own style. It is a first step in learning about learning styles. There are no right or wrong answers. Read the description in each pair and circle the sentence that is most like you.

Which pattern describes you better, E or I?

E	I
I like action and variety.	I like quiet and time to think about things.
I like to think things out by talking to others.	I like to think things out privately before talking to anybody.
I act quickly, sometimes without thinking much about it.	I may not want to try something without understanding it first.
I like to see how other people do a job or project.	I like to understand the idea of a job or project, then work alone or with one or a few people.
I express emotions openly.	I keep emotions to myself.
I like and need to be with others.	I like and need time to be alone.
I want to know what other people expect of me.	I want to set my own standards.
Count the circles in this column. _____	***Count the circles in this column.*** _____
If there are more circles in this column you have an **extrovert (E)** style. Read about this style on pages 10-11.	If there are more circles in this column you have an **introvert (I)** style. Read about this style on pages 10-11.

Which pattern describes you better, E or I? _____

*Adapted with permission from Gordon Lawrence, author, *People Types and Tiger Stripes.*

Which pattern describes you better, S or N?

S	N
I like to live in the present; I enjoy what is now.	I like to live toward the future. I enjoy what might be.
I like to use my eyes and ears to figure out what is happening.	I like to imagine new ways to do things.
I am practical.	I like to dream and think about possibilities.
I like set procedures and routines.	I like variety and change.
I want to read instructions and follow them step-by-step.	I skip instructions and follow hunches.
I enjoy using skills I already have more than learning new skills.	I like learning new skills more than practicing old ones.
I am patient with details, but am impatient when the details get complicated.	I am impatient with details, but I like to figure out interesting problems.

Count the circles in this column. _____

If there are more circles in this column you have a **sensing (S)** style. Read about this style on pages 12-13.

Count the circles in this column. _____

If there are more circles in this column you have an **intuitive (N)** style. Read about this style on pages 12-13.

Which pattern describes you better, S or N? _____

Which pattern describes you better, T or F?

T	F
I like to decide things using logic.	I like to decide things using personal feelings.
I want to be treated with justice and fair play.	I want praise, and I like to please people even in small matters.
I may hurt other people's feelings without knowing it.	I am usually very aware of other people's feelings.
I give more attention to ideas or things than to human relationships.	I can predict how others will feel.
I decide with my head.	I decide with my heart.
I am good at analyzing things.	I am good at understanding people.
I can get along without worrying about harmony with other people.	I value harmony and am very unhappy when there are fights and conflicts.
Count the circles in this column. _____	***Count the circles in this column.*** _____

If there are more circles in this column you have a **thinking (T)** style. Read about this style on pages 14-15.

If there are more circles in this column you have a **feeling (F)** style. Read about this style on pages 14-15.

Which pattern describes you better, T or F? _____

Which pattern describes you better, J or P?

J	P
I like to make a plan, to have things settled and decided ahead.	I like to stay flexible and avoid fixed plans; I like to go with the flow.
I try to make things come out the "way they are supposed to be."	I deal easily with unplanned and unexpected happenings.
I usually have my mind made up.	I am usually looking for new information.
To handle deadlines I plan in advance.	I do things at the last minute.
I may decide things "too quickly."	I may decide things "too slowly."
I want to be right.	I don't want to miss anything.
I live by standards and schedules that are not easily changed.	I like to make changes in plans as things "come along."

Count the circles in this column. _____

If there are more circles in this column you have a **judging (J)** style. Read about this style on on pages 16-17.

Count the circles in this column. _____

If there are more circles in this column you have a **perceiving (P)** style. Read about this style on pages 16-17.

Which pattern describes you better, J or P? _____

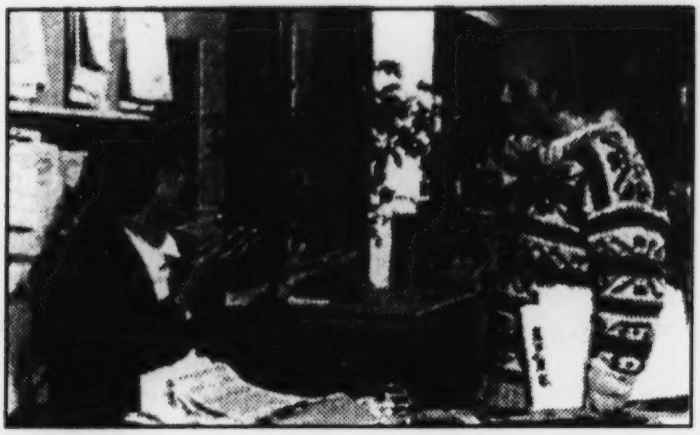
Now write your four letters here: _____ _____ _____ _____

Understanding learning styles

In this section you will read about what you observed in the video and learn more about each learning style. From completing the *Finding your style* exercise you now know what your learning style is. While reading you will have an opportunity to think about how your own style affects you.

As you read, here are some things to remember:

- Everyone has a style.
- There is no one *best* learning style.
- Situations or tasks that match your style are usually easier for you to handle.
- People who have the same learning style aren't exactly the same, but they have a lot in common with one another.
- If you have trouble understanding someone you probably have a different style.
- You can change your behavior but you can't change your style.



Extrovert/Introvert

Remember when Molly's boss wanted her to show some visitors around? Molly wanted some time to prepare, to collect her thoughts, but her boss couldn't understand why. She thought Molly could do it off the top of her head without any planning.

Molly and her boss show two different ways people interact with other people and the world outside of themselves. Molly has an introvert style. People like Molly look within themselves—to their minds and hearts—to find strength, ideas, and inspiration. Molly's boss has an extrovert style. People like Molly's boss are outward looking; other people and experiences are important for them as sources of strength, ideas, and inspiration.

Extrovert

Introvert

extrovert style	introvert style
talkative, open	quiet, thoughtful
show emotions	keep emotions private
act before thinking	think before acting
like to be with people	like to spend time alone

Your Turn:

How do you get your best ideas? Do you like to talk about them with others or think about them alone? Do you usually "wear" your emotions or keep them to yourself?

✎Make a list, draw, mindmap, talk to a partner, or write about a situation in your life where you think you show or feel your **extrovert** or **introvert** style.

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Sensing/Intuitive

Remember Tran and Eddie who couldn't agree on the best way to put a shelf together? Tran thought it was best to follow the directions, but Eddie worked best by figuring it out with his hands and seeing how the whole thing fit together.

Tran and Eddie show two different ways people "see" the world. Tran has a sensing style. People like Tran trust facts and their senses—vision, hearing, touch, smell—to tell them what is real. Eddie has an intuitive style. People like Eddie look at possibilities and relationships. They need to interpret information for themselves in order to know that it is real and makes sense to them.

Sensing

Intuitive

sensing style	intuitive style
see specifics	see the big picture
practical	imaginative
like clear guidelines & directions	go with gut feelings; experiment
like routine	like variety

Your Turn:
When trying something new do you like specific directions or do you just want to try it yourself first? Do you like to have a set schedule for each day or do you like every day to be different?

✎Make a list, draw, mindmap, talk to a partner, or write about a situation in your life where you think you show or feel your **sensing** or **intuitive** style.

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Thinking/Feeling

Remember how Shaylee got upset when Eddie and Tran weren't getting along at work? Her mother told her not to worry about it and to concentrate on getting her work done. Shaylee's mom doesn't let her emotions get in the way. What Shaylee cares about most is how people get along.

Shaylee and her mom show two different ways people make decisions. Shaylee's mom has a thinking style. People like Shaylee's mom use information to make decisions and to think about each point carefully before coming to a decision. Shaylee has a feeling style. People like Shaylee think about the effects of decisions on others and consider how people will feel.

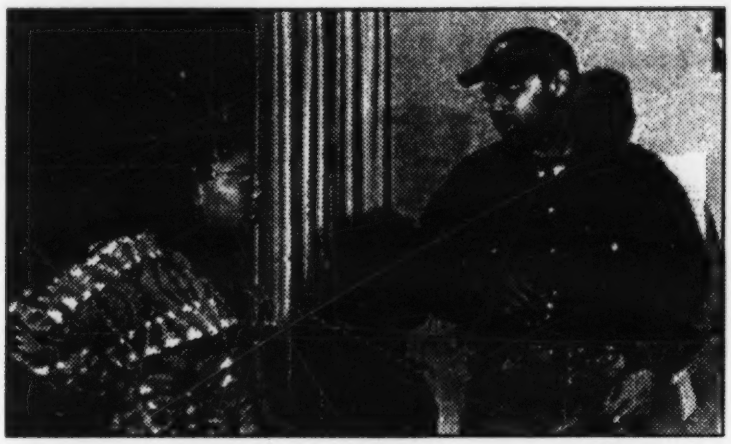
Thinking

Feeling

thinking style	feeling style
logical	emotional
think with the head	think with the heart
plan ahead	live for the moment
more concerned about truth & justice than people's feelings	more concerned about people's feelings than truth & justice

Your Turn:
What is important to you in the classroom? Do you like your teacher and classmates to be businesslike or personal? How do you go about making decisions? Do you think you use your heart or your head?

✐Make a list, draw, mindmap, talk to a partner, or write about a situation in your life where you think you show or feel your **thinking** or **feeling** style.



Judging/Perceiving

Remember how Ladonna reacted when Eddie was making them late? Ladonna was very concerned with getting to her friend's house on time, while Eddie was more interested in talking with his classmate.

Ladonna and Eddie show two different ways people go about their lives. Ladonna has a judging style. People like Ladonna live their lives in an orderly fashion, making and following through on their plans. Eddie has a perceiving style. People like Eddie are more likely to be spontaneous and don't live by a set schedule.

Judging

Perceiving

judging style	perceiving style
organized, make lists	flexible, go with the flow
like to be in control	like to be surprised
finish one task before starting another	like to have a lot of things going on at once
aware of time	not conscious of time

Your Turn

Do you work best if you can focus on one task at a time or do you like to have many things to do at once? Do you like starting new projects better than finishing old ones?

✎Make a list, draw, mindmap, talk to a partner, or write about a situation in your life where you think you show or feel your **judging** or **perceiving** style.

Using your learning style

There are many advantages to knowing about your learning style. You can use your natural strengths and abilities in all kinds of situations. You can be more confident in the strengths you have and recognize situations that don't suit your style. By being aware of your weaknesses you can learn to adapt to or avoid situations that are difficult for you.

The next section describes three different areas where your learning style affects you: at work, in school, and in your personal relationships. Take the opportunity on the next pages to read about your style and understand how it affects the learning experiences that work best for you, the kind of employment that is most satisfying to you, and the ways you interact with the people in your life.

In each section there is a list of the qualities of each style, a description of the special strengths that you can put to use right away, and the challenges people with your style usually have. You can also learn a lot about yourself by reading about your opposite style. For instance, if you're a sensing type read about how the intuitive style is different from you. Read about the other styles and compare their preferences, strengths, and challenges to your own.

There is a lot of information on these pages. Feel free to read each section all the way through or skip around. Suit your style. The important thing is for you to learn more about why you are the way you are and what works best for you.

School

Knowing about the strengths of your learning style is important to your success in learning. With your particular learning style you have certain likes and dislikes in how you learn. Learning style determines how you understand and interpret information, what kind of teacher you work with best, and what kinds of class activities you prefer.

After the lesson on learning styles in the video, the teacher gave the students a homework assignment. If you are like Tran, you need the teacher to give very specific directions for the assignment. You want to know how many people you should talk to and you want an example of exactly what the teacher expects. But if you're like Shaylee you are already developing your own ideas about the assignment. You are excited about the opportunity to be creative. Some students enjoy a project that is different from typical school work and uses skills besides reading and writing. If you're like Eddie, you are motivated by a project that lets you actively do something outside of class—like interview someone, build a model, or review a favorite television show.

You have certain ways of learning based on your style. There is no one right way to go about learning. By understanding your learning style you can be confident in your ability to learn and use your strengths and the strategies that work best for you.

extrovert

E

- You like to talk to understand new information and ideas.
- You like to work in groups.
- You like to try something first and think about it later.
- You like to see the results from a project.
- You like to see examples of how other people are doing the work.

Style Strengths

E's learn best when they can study with a friend and learn by trying it themselves instead of just watching or listening to others. When they're having trouble they benefit by talking about their ideas with others.

Style Challenges

E's need to learn to take time to practice the skills they've already learned, to avoid distractions, and to learn how to work independently. They can benefit from practicing their listening skills and taking their time rather than rushing through a project.

introvert

- You like to study alone.
- You like to listen to others talk and think about information privately.
- You like to think about something first and try it later.
- You like listening, observing, writing, and reading.
- You like to take your time to complete assignments.

Style Strengths

I's learn best when they can find quiet places to study and have enough time to reflect on and polish their work. They like to make connections between school work and their personal interests.

Style Challenges

I's need to learn how to work with others, become more willing to share ideas with teachers and classmates, and work on staying focused during group activities. I's can benefit in school by trying to talk and communicate more with teachers and classmates.

sensing

S

- You like clear goals.
- You are careful and pay attention to details.
- You like going step-by-step.
- You have a good memory for facts.
- You pay more attention to practical tasks and ideas.

Style Strengths

S's learn best when they can ask their teacher to explain exactly what is expected and focus on skills and assignments that are important in their lives. They like to use computers, watch films or find other ways to see, hear, and touch what they are learning.

Style Challenges

S's need to learn how to figure out how to do an assignment on their own, be more accepting of assignments that don't seem important or real to them, and ask for help from teachers who move too quickly. In school **S**'s need to practice using their imagination and problem solving in new ways.

intuitive

N

- You like reading and listening.
- You like problems that require you to use your imagination.
- You like variety.
- You are more interested in big ideas than in little details.
- You like starting on new projects better than finishing old ones.

Style Strengths

N's learn best when they can find ways to be imaginative and creative in school. They prefer to follow their inspiration and understand the big picture before they begin school tasks and projects.

Style Challenges

N's need to learn how to be more observant and realistic, be patient with teachers that go "too slow," and find a way of practicing routine skills. In school **N**'s need to practice taking traditional forms of testing (like multiple choice and fill-in-the-blank tests), completing projects, and being more specific and concrete.

thinking

T

- You want to be treated fairly.
- You like teachers who are organized.
- You want to feel a sense of achievement and skill.
- You use clear thinking to figure out problems.
- You like clear and logical directions.

Style Strengths

T's learn best when they schedule time to study and put information in a logical order that makes sense to them. They succeed when they can focus on what they already know in order to make connections to new information.

Style Challenges

T's need to find a way to be more comfortable when emotional issues come up in class and work with teachers who aren't organized. In school **T**'s need to practice being more thoughtful toward other students when in pairs and doing group work, giving positive feedback to other students, and making decisions "with their hearts."

feeling

F

- You like to have a friendly relationship with your teachers.
- You learn by helping others.
- You need to get along with other people.
- You like to work with groups.
- You like assignments that are meaningful to you.

Style Strengths

F's learn best when they can study with a friend, find opportunities to choose topics they care about, and help others.

Style Challenges

F's need to learn how to work alone on activities like worksheets and in computer labs, to take criticism, and to think logically instead of emotionally. In school **F**'s need to practice worrying less about feelings and more about the project at hand, and accept that conflict in group work is a part of learning.

judging

J

- You like to have a plan and stick to it.
- You work in a steady, orderly way.
- You like to finish projects.
- You treat school as serious business.
- You like to know exactly what is expected of you.

Style Strengths

J's learn best when they set short-term goals, make a study schedule and find out from the teacher exactly what is expected.

Style Challenges

J's need to learn how to accept unpredictable events, be more comfortable with open-ended situations, and make the most of classes that seem too unstructured. In school **J**'s need to practice approaching problems from a more playful perspective, spend more time considering the process of learning and problem solving, and be more flexible.

perceiving

P

- You are open to new experiences in learning.
- You like to make choices.
- You are flexible.
- You work best when work is enjoyable.
- You like to discover new information.

Style Strengths

P's learn best when they find new ways to do routine tasks to spark their interest and study to discover new information and ideas. They prefer being involved in projects that are open-ended and don't have firm deadlines.

Style Challenges

P's need to pay more attention to deadlines, accept learning situations that are structured and programmed, and participate in projects they have no choice in selecting. In school **P**'s need to practice completing assignments, staying on task with projects, and being more aware of time when they have assignments due.

Work

Learning style affects the kind of work you prefer and the ways you work best. Knowing about your learning style can help you find satisfaction in your working life. You can choose the kinds of employment and participate at work in ways that best fit who you are and what you are naturally good at. It also allows you to recognize the differences between yourself and co-workers and understand the difficulties you experience in your working life.

In the video, Tran and Eddie obviously had different working styles. Tran preferred to read the directions and go step-by-step, and he felt frustrated when Eddie interrupted him to ask questions. Eddie liked to work with others. He worked best at solving problems through talking things out and looking at the whole picture. But if Eddie and Tran can continue to learn about their own styles and communicate their particular strengths to each other they can become a very effective team. Eddie can contribute a creative, spontaneous element, while Tran can make sure the details are taken care of. People with different styles do things in different ways: it can be a source of conflict or a basis for understanding and working as a team. Being a successful employee requires having the ability to solve problems, manage time and communicate well with other people. Taking the time to learn about your style and those of your co-workers can make working a more successful and enjoyable experience.

extrovert

E

- You like to think out loud and work on projects with others.
- You like to see the visible results from your work.
- You are activity oriented and like excitement.
- You are enthusiastic about your work and like to act first, think later.
- You like to talk things out to better understand how to approach work problems.
- You are easy-going and friendly toward your co-workers, clients and customers.

Style Strengths

E's work best when they can generate new ideas by talking to co-workers and brainstorming, get support from a co-worker or boss, and find opportunities for variety in their work.

Style Challenges

E's need to know when to be organized, when to set aside feelings and look at facts, and be willing to spend more time on details. At work **E**'s need to find ways to stay interested in long-term projects or repetitive tasks.

introvert

- You prefer to look inward to your own thoughts and feelings.
- You like to listen, observe, read, and write.
- You take your time to understand situations, complete tasks, and present your work to others.
- You think about an idea first, act on it later.
- You like to work privately and independently.

Style Strengths

I's work best when they take some time alone if they feel overwhelmed, find opportunities to use their creativity in their work, and seek out work environments that are calm and quiet.

Style Challenges

I's need to learn how to be better communicators, how to work with others, and how to give and receive criticism. At work **I**'s need to find ways to blend into the existing work environment and be less independent, be willing to be a team member, and share their ideas and tasks more freely.

sensing

S

- You are interested in facts and details.
- You strive for precision and accuracy.
- You are realistic and like to complete a project by doing one thing at a time.
- You are careful and detailed.
- You pay attention to the present moment.

Style Strengths

S's work best when they find tasks that are reality based and concrete. The prefer work environments that have structure and routine and like when they can become involved in hands-on projects.

Style Challenges

S's need to be more flexible, focus on the bigger picture, and develop a deeper understanding of problems and people. At work **S**'s need to learn to use their imagination more, appreciate that trait in others, and see the value in new ideas and in planning for the future.

intuitive

N

- You like variety and to be inspired.
- You rely on instinct and have a good grasp of the big picture.
- You like to read between the lines and find meaning in what you do.
- You like to be inventive and creative in solving problems.
- You like to be recognized for the work you do.

Style Strengths

N's work best when they find tasks that are open ended and have opportunities to use their creativity. They like to use their imagination to help solve problems and prefer work that has variety.

Style Challenges

N's need to be more realistic, to spend time on details, and to work on completing projects. At work **N**'s need to appreciate realistic and concrete ways of accomplishing tasks, work on developing the ability to follow through on projects, and attend to tasks that need immediate attention.

thinking

- You seek fairness and equality.
- You are a critical evaluator of people and things.
- You approach projects with logical principles.
- You seek clarity and like to bring order out of confusion.
- You like to have a solid understanding of your work tasks.

Style Strengths

T's work best when they seek a challenging and structured work environment and find tasks that can be done independently. They prefer work situations where they can focus on specific work tasks.

Style Challenges

T's need to learn to be sensitive to co-workers' feelings, to recognize the contributions of others, and to be more flexible and open to other ideas. At work **T**'s need to be more patient with co-workers who solve problems in different ways and to work on thinking with their hearts as well as with their heads.

feeling

F

- You like to interact with people on the job.
- You like to work in a supportive role with others.
- You have a great interest in communication and listening.
- You like to respond to other people's needs.
- You need harmony in the work place.

Style Strengths

F's work best when they are in a warm and harmonious work environment. They prefer jobs where they can help or work with others and can freely express themselves.

Style Challenges

F's need to learn to pay attention to details and technical information, to ask others for help on the job, and to accept constructive criticism. At work **F**'s need to learn how to keep from letting their feelings affect their ability to do their jobs and how to utilize their analytic skills when problem solving.

judging

J

- You like to have a clear structure and know what is expected of you.
- You aim toward completing projects.
- You like to be organized and have a plan.
- You like to schedule tasks and prefer a steady, orderly process of doing things.
- You tend to approach work tasks by following instructions and going "by the book."

Style Strengths

J's work best when they are in a structured and orderly work environment, when they are rewarded for getting the job done, and have opportunities for using their planning and decision-making skills.

Style Challenges

J's need to be more spontaneous and flexible, accept conflict as a natural part of work life, and think carefully about other points of view before making up their minds.

perceiving

P

- You like to solve problems in your own way.
- You prefer open exploration without a pre-planned structure.
- You like variety in your work.
- You like to find unique ways of doing routine jobs.
- You like your work to be enjoyable.

Style Strengths

P's work best when they are interacting with others, when they can complete tasks at their own pace, and take a personal interest in their work.

Style Challenges

P's need to be more organized and structured, to learn how to follow through on details, and to manage time better. At work **P**'s need to work on completing tasks on time, being serious when the moment calls for it, and be willing to stay focused on a particular project, task, or detail.

Relationships

You have personal relationships with all kinds of people—with your family members, friends, spouse, co-workers, classmates, and teachers—even with your bus driver or grocer. Learning styles play a part in your daily interactions with all the people in your life. By looking more carefully at learning styles you can begin to understand why you may feel, think, and react to others in certain ways, and why they may feel, think, and react to you in certain ways.

In the video, you saw several examples of how learning style differences affect personal relationships and how sometimes they are the source of conflict.

- Ladonna was upset with Eddie because she is a judging type who cares about being on time, and he is a perceiving type who is less aware of time commitments.
- Tran and Eddie nearly got into an argument because they had two very different ways of building the shelving units which made it difficult for them to work together.
- Shaylee and her Mom didn't agree that Shaylee should get so wrapped up in other people's feelings. That's because her Mom is a thinking type who doesn't let her emotions get in the way. But for Shaylee what matters the most is that people around her get along.

In relationships it is important to appreciate these differences. Understanding how learning style differences affect your relationships with others can help you deal more effectively and harmoniously with all of the people in your life.

extrovert

E

- You like group interaction and activity.
- You need a lot of social time and have many friends.
- You discover what you think by talking.
- You need to be around people to re-energize.
- You tend to talk more than listen and like being the center of attention.

Style Strengths

In relationships **E**'s are best at solving problems by talking it out. They are social and outgoing. They thrive on having a lot of friends and developing relationships with all kinds of people.

Style Challenges

E's need to learn how to develop their listening skills, to think before they speak, and be more self-reflective. They need to learn to become comfortable with being alone.

introvert

- You prefer one-on-one or small group interactions.
- You need quiet time to reflect after being with people.
- You usually think before you speak.
- You need time alone to re-energize.
- You tend to listen more than talk and avoid being the center of attention.

Style Strengths

I's are reflective people who are often happiest when they are alone or in couples or small groups. They develop strong and important relationships with a limited number of people.

Style Challenges

I's often need to learn how to communicate their thoughts and feelings with others. They need to pay more attention to others, and they need to learn how to feel more comfortable in large groups.

sensing

S

- You pay attention to the little things in a relationship.
- You are careful and reliable.
- You are a realist who likes to be specific and down to earth.
- You live in the present moment.
- You prefer to communicate with others in a concrete and realistic way.

Style Strengths

S's create stability in relationships by being reliable and consistent. They are good at solving problems by paying attention to the details. They are sensible and down-to-earth in relating to other people.

Style Challenges

S's need to learn how to work out creative solutions to problems in their relationships. They need to pay attention to their hunches and be open to future planning.

intuitive

N

- You have a general sense of how relationships are going.
- You like to solve problems creatively.
- You are a dreamer.
- You are sensitive to underlying issues.
- You seek harmony through understanding.

Style Strengths

N's bring out the best in others because they are always looking to make things better. They are excellent at resolving conflict and identifying creative solutions to problems in their relationships.

Style Challenges

N's need to learn to accept conflict in relationships and to learn how to be more practical and realistic. They need to work on being aware of what is happening currently in the relationship and to be satisfied with day-to-day events.

thinking

T

- You seek the truth.
- You are critical and see ways to make improvements.
- You are aware of how you think.
- You are concerned with justice and fairness.
- You are more concerned with the facts than feelings.

Style Strengths

In relationships **T**'s are just, fair, and truthful. They are able to solve problems by calmly examining all of the facts and, through logic, can win people over to their points of view.

Style Challenges

T's need to put effort into understanding how other people feel and to let their true feelings show. In some situations, they need to learn how to let go of the facts and trust their feelings.

feeling

F

- You like to please others and show appreciation easily.
- You tend to focus on your relationships.
- You are tuned in to the quality of the relationship.
- You are aware of how you feel and respond to other people's needs.
- You relate to others with a concern and awareness of their feelings.

Style Strengths

F's create harmony in their relationships through personal understanding and listening to other people's problems. They are personable, persuasive, and sensitive to the feelings of others.

Style Challenges

F's need to learn how not to take everything so personally and how to accept criticism and conflict as a part of life. In some situations **F**'s need to learn how to take care of their own needs first.

judging

J

- You are aware of time and tend to be serious.
- You prefer a sense of control.
- You are happiest once decisions have been made.
- You prefer to finish one conversation before starting another.
- You like to be on time for your appointments and dates.

Style Strengths
J's are good at planning and follow through. They are reliable, responsible, and dedicated to other people.

Style Challenges
J's need to learn to let go of control in relationships and be more spontaneous. They need to learn to trust when things are left unclear or undone and take more time before making decisions.

perceiving

P

- You are spontaneous and playful.
- You enjoy new experiences.
- You are happiest leaving your options open.
- You like to have a lot of things going on at once.
- You prefer to "go with the flow."

Style Strengths

P's are playful and can keep the fun in their relationships. They are flexible, optimistic, and adaptable to new situations.

Style Challenges

P's need to be more aware of time and remember to keep time commitments to other people. They need to learn how to be more comfortable with commitment and making decisions.

Style flexing

Of course not every work situation, teacher or school activity works best for everyone, and people certainly don't get along with everyone they meet. One important skill to learn is how to make adjustments so that even if a situation is not ideal for you, you can still be successful.

Sometimes that means asking for what you need, like in the video when Molly asked her boss for time to prepare an outline before giving the tour to the visitors. Sometimes it means understanding that the situation isn't perfect for you and you must therefore make adjustments to act or think in a way that is unusual for you. This is called *style flexing*. It is a way of coping with a situation you find challenging or uncomfortable.

Everyone has to style flex sometimes. Intuitives struggle in school with multiple choice testing, and sensing types have to learn how to sit still, read, and think in abstract ways. Feeling types are challenged by jobs that require strong analytical skills, and thinking types style flex when they need to be sensitive to other people's feelings. Judging types style flex when they don't get bothered by a co-worker who is late, and perceiving types style flex when they meet deadlines right on time.

Style flexing can feel uncomfortable at first, but it is important to be able to style flex so that you can adjust to different people and situations in school, at work, and in your relationships. Can you think of ways you have had to style flex in the past?

Learning more about style

To learn more about your learning style and to see the ways it affects you, try any of the suggestions listed here.

- Talk to your teacher and classmates about styles and what they can do to help you learn in the way that suits you best.
- Give your family and friends the *Finding your style* exercise and talk about how your style differences and similarities affect your relationships.
- Carefully observe yourself in new circumstances and notice how you react, think or feel. What parts of your style can you see?
- Keep a journal to write about how your style affects the way you experience your daily activities and interactions with other people.
- When you notice that you're having difficulty in a particular situation or with another person, try out style flexing and see if it helps.
- If you are having trouble solving a problem, ask for help from someone who has a different style than you. This might help you see the problem in a different way that helps you find a solution.

Last words about style

Now that you have identified your style, read about learning styles and explored how they influence the way you think, learn, and act, you can use this information to help you in your ✣ school, ✣ work, and ✣ relationships.

Knowing your learning style—your personal strengths—can help you find the best environment and strategies for you to be successful in many ways. Knowing your learning style helps you to understand why you may feel frustrated or uncomfortable in certain situations or have difficulty understanding some people. Most of all, learning about your own style helps you to understand and accept yourself for the way you are.

Everyone is different. Even people with the same learning style are not exactly the same. By knowing about learning styles, you are not boxed in to being a certain way. You become more free: free to recognize your strengths and preferences, free to not feel guilty when you can't do something as well as someone else, free to understand your relationships with others and with yourself, and free to develop your own potential for growth and success in all areas of your life—success that's right for you.